



## KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 16–26

**Policy:** Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

### VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

### PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when the focus is on the development and application of reading, writing and mathematical literacy,<sup>1</sup> and essential employability skills
- through experiential learning activities

- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.


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*mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*

Knowledge and Employability  
Education, Alberta, Canada

Social Studies 16–26 /1  
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1. *Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*



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an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

## GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

## CROSS-CURRICULAR COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

### Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject

thin units and/or projects in other

### Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts and connect the school with environments beyond school, and may include tours to local business and industry, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios. Career portfolios help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or other post-secondary opportunities. Items appropriate for inclusion in career portfolios are: resumes, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

### SAFETY

Safety is emphasized and incorporated throughout Knowledge and Employability courses. Courses include basic safety rules and guidelines, and the safe use of tools, equipment and materials in school, home, community and workplace settings.

### TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT), and the use of computers and other technologies are included in Knowledge and Employability courses to help students make the transition to the world beyond school.



## ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize universal skills and strategies that are essential to all students, including the following.

- Interpersonal skills to promote teamwork and respect for, support of and cooperation with others.
- Critical thinking to promote the analysis and appropriate applications of information.
- Creative thinking to promote identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision making to promote making timely and appropriate decisions.
- Problem solving to promote the ability to identify or pose problems, and apply learning to consider the causes, dimensions of and solutions to problems.
- Metacognition<sup>2</sup> is thinking about thinking and enables students to become more aware of their own thinking and learning processes, and gain greater control of these processes.

## RELATIONSHIP TO OTHER COURSES

To enable students, as appropriate, to progress to other Knowledge and Employability course(s) and/or other secondary courses, each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses.

## ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in all courses, or a combination of Knowledge and Employability and other courses.

For information about identifying students for enrollment in one or more courses, see *Knowledge and Employability Courses Policy* and the *Information Manual for Knowledge and Employability Courses*.

## RATIONALE AND PHILOSOPHY OF KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES

Social studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

### Vision

The Alberta Knowledge and Employability Social Studies course sequence reflects the nature of 21st century learners. It has at its heart the concepts of citizenship and identity in the Canadian context. The courses reflect multiple perspectives, including Aboriginal and Francophone, that contribute to Canada's evolving realities. They foster the building of a society that is pluralistic, bilingual, multicultural, inclusive and democratic. The courses emphasize the importance of diversity and respect for differences as well as the need for social cohesion and the effective functioning of society. Social studies promotes a sense of belonging and acceptance in students as they engage in active and responsible citizenship at the local, community, provincial, national and global levels.

Central to the vision of the Alberta social studies program is the recognition of the diversity of experiences and perspectives, and the pluralistic nature of Canadian society. Pluralism builds upon Canada's historical and constitutional foundations, which reflect the country's Aboriginal heritage, bilingual nature and

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2. *Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.*

multicultural realities. A pluralistic view recognizes that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy.

### **Definition of Social Studies**

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Social studies fosters students' understanding of and involvement in practical and ethical issues that face their communities and humankind. Social studies is integral to the process of enabling students to develop an understanding of who they are, what they want to become and the society in which they want to live.

### **The Role of Social Studies**

Social studies develops the key values and attitudes, knowledge and understandings, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

### **Values and Attitudes**

Social studies provides learning opportunities for students to:

- value the diversity, respect the dignity and support the equality of all human beings
- demonstrate social compassion, fairness and justice
- appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio-economic, linguistic and cultural realities
- honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world
- demonstrate a global consciousness with respect to humanity and world issues

- demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability
- value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.

### **Knowledge and Understanding**

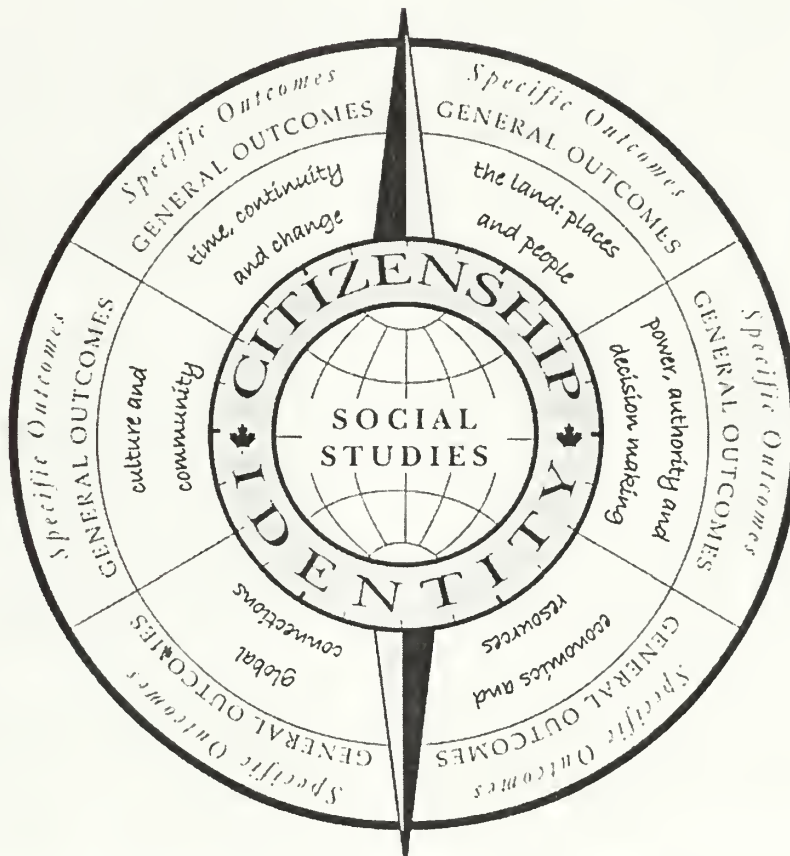
Social studies provides learning opportunities for students to understand:

- their rights and responsibilities in order to make informed decisions and participate fully in society
- the unique nature of Canada and its land, history, complexities and current issues
- how knowledge of the history of Alberta, of Canada and of the world contributes to a better comprehension of contemporary realities
- the historic and contemporary issues, including controversial issues from multiple perspectives
- the diversity of Aboriginal traditions, values and attitudes
- contemporary challenges and contributions of Aboriginal peoples in urban, rural, cultural and linguistic settings
- the historical and contemporary realities of Francophones in Canada
- the multi-ethnic and intercultural makeup of Francophones in Canada
- the challenges and opportunities that immigration presents to newcomers and to Canada
- how social cohesion can be achieved in a pluralistic society
- how political and economic distribution of power affects individuals, communities and nations
- the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- how opportunities and responsibilities change in an increasingly interdependent world
- that humans exist in a dynamic relationship with the natural environment.

## Skills and Processes

Social studies provides learning opportunities for students to:

- engage in active inquiry, and critical and creative thinking
- engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- apply historical and geographic skills to bring meaning to issues and events
- use and manage information and communication technologies critically
- conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- apply skills of metacognition, reflecting upon what they have learned and what they need to learn
- recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- communicate ideas and information in an informed, organized and persuasive manner.





## **PROGRAM FOUNDATION**

The program of studies provides a foundation of learning experiences that addresses critical aspects of social studies and its application. These critical areas provide general direction for the program of studies and identify major components of its structure.

### **CORE CONCEPTS OF CITIZENSHIP AND IDENTITY**

The dynamic relationship between citizenship and identity forms the basis for skills and learning outcomes in the program of studies. The goal of social studies is to provide learning opportunities for students to:

- understand the principles underlying a democratic society
- demonstrate a critical understanding of individual and collective rights
- understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- validate and accept differences that contribute to the pluralistic nature of Canada
- respect the dignity and support the equality of all human beings.

The sense of being a citizen, enjoying individual and collective rights and equitable status in contemporary society, impacts an individual's sense of identity. Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good, and feel a sense of belonging and empowerment as citizens.

Social studies provides learning opportunities for students to:

- understand the complexity of identity formation in the Canadian context
- understand how identity and self-esteem are shaped by multiple personal, social, linguistic and cultural factors
- demonstrate sensitivity to the personal and emotional aspects of identity

- demonstrate skills required to maintain individuality within a group
- understand that with empowerment comes personal and collective responsibility for the public good.

### **SOCIAL STUDIES AND THE ABORIGINAL PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:

- of Aboriginal perspectives
- of Aboriginal experiences
- that Aboriginal students have particular needs and requirements.

Central to Aboriginal identity are languages and cultures that link each group with its physical world, worldviews and traditions. The role of Elders and community leaders is essential in this linkage.

The social studies program of studies provides learning opportunities that contribute to the development of self-esteem and identity in Aboriginal students by:

- promoting and encouraging balanced and holistic individual, and strengthening individual capacity
- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities.

### **SOCIAL STUDIES AND FRANCOPHONE PERSPECTIVES AND EXPERIENCES**

For historical and constitutional reasons, an understanding of Canada requires an understanding:



- of Francophone perspectives
- of Francophone experiences
- that Francophone students have particular needs and requirements.

Social studies occupies a central position in successful Francophone education in Alberta. Francophone schools are a focal point of the Francophone community. They meet the needs and aspirations of parents by ensuring the vitality of the community. For students enrolled in Francophone schools, the social studies program will:

- strengthen Francophone self-esteem and identity
- encourage students to actively contribute to the flourishing of Francophone culture, families and communities
- promote partnerships among the home, community and business world
- engage students in participating in the bilingual and multicultural nature of Canada.

## **PLURALISM: DIVERSITY AND COHESION**

One of the goals of the social studies program is to foster understanding of the roles and contributions of linguistic, cultural and ethnic groups in Canada. Students will learn about themselves in relation to others. Social studies helps students to function as citizens in a society that values diversity and cohesion.

A key component of effective social organizations, communities and institutions is recognition of diversity of experiences and perspectives. The program of studies emphasizes how diversity and differences are assets that enrich our lives. Students will have opportunities to value diversity, to recognize differences as positive attributes and to recognize the evolving nature of individual identities. Race, socio-economic conditions and gender are among various forms of identification that people live with and experience in a variety of ways.

Social studies addresses diversity and social cohesion and provides processes that students can use to work out differences, drawing on the strengths of diversity. These processes include:

- a commitment to respecting differences and fostering inclusiveness
- an understanding and appreciation for shared values
- a respect for democratic principles and processes for decision making such as dialogue and deliberation.

Diversity contributes to the development of a vibrant democratic society. Through the interactions of place and historical processes of change, diversity has been an important asset in the evolution of Canadian society. Some key manifestations of this diversity include:

- First Nations, Inuit and Métis cultures
- official bilingualism
- immigration
- multiculturalism.

Accommodation of diversity is essential for fostering social cohesion in a pluralistic society. Social cohesion is a process that requires development of the relationships within and among communities. Social cohesion is manifested by respect for:

- individual and collective rights
- civic responsibilities
- shared values
- democracy
- rule of law
- diversity.

## **SOCIAL STUDIES: LEARNERS AND LEARNING**

Students bring their own perspectives, cultures and experiences to the social studies classroom. They construct meaning in the context of their lived experience through active inquiry and engagement with their school and community. In this respect, the infusion of current events, issues and concerns is an essential component of social studies.

Social studies recognizes the interconnections and interactions among school, community, provincial, national and global institutions.

The Knowledge and Employability program of studies for social studies provides learning opportunities for students to develop skills of active and responsible citizenship and the capacity to inquire, make reasoned and informed judgements, and arrive at decisions for the public good.

Students become engaged and involved in their communities by:

- asking questions
- making connections with their local community
- writing letters and articles
- sharing ideas and understandings
- listening to and collaborating and working with others to design the future
- empathizing with the viewpoints and positions of others
- creating new ways to solve problems.

## **ISSUES-FOCUSED APPROACH TO TEACHING SOCIAL STUDIES**

A focus on issues through deliberation is intrinsic to the multidisciplinary nature of social studies and to democratic life in a pluralistic society. An issues-focused approach presents opportunities to address learning outcomes by engaging students in active inquiry and application of knowledge and critical thinking skills. These skills help students to identify the relevance of an issue by guiding them to develop informed positions and respect for the positions of others. This process enables students to question, validate, expand and express their understanding; to challenge their presuppositions; and to construct their own points of view.

The program of studies is designed to promote metacognition through critical reflection, questioning, decision making and consideration of multiple perspectives on issues. Through this process, students will strive to understand and

explain the world in the present and to determine what kind of world they want in the future.

### **Current Affairs**

Social studies fosters the development of citizens who are informed and engaged in current affairs. Accordingly, current affairs play a central role in learning and are integrated throughout the program. Ongoing reference to current affairs adds relevance, interest and immediacy to social studies issues. Investigating current affairs from multiple perspectives motivates students to engage in meaningful dialogue on relevant historical and contemporary issues, helping them to make informed and reasoned decisions on local, provincial, national and global issues.

An issues-focused approach that incorporates multiple perspectives and current affairs helps students apply problem-solving and decision-making skills to real-life and controversial issues.

In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.

Opportunities may include:

- current events in local communities
- issues with local, provincial, national and/or global relevance
- cultural celebrations
- visits from dignitaries
- special events.

### **Controversial Issues**

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to

think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and make sound judgements.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and teach thinking skills.

## **STRANDS OF SOCIAL STUDIES**

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies.

### **Time, Continuity and Change**

Understanding the dynamic relationships among time, continuity and change is a cornerstone of citizenship and identity. Considering multiple perspectives on history, and contemporary issues within their historical context, enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present and make decisions for the future.

### **The Land: Places and People**

Exploring the unique and dynamic relationship that humans have with the land, places and environments affects decisions that students make and their understanding of perspectives, issues, citizenship and identity. Students will examine the impact of physical geography on the social, political, environmental and economic organization of societies. This examination also affects students' understanding of perspectives and issues as they consider how connections to the land influence their sense of place.

### **Power, Authority and Decision Making**

Examining the concepts of power, authority and decision making from multiple perspectives helps students consider how these concepts impact individuals, relationships, communities and nations. It also broadens students'

understanding of related issues, perspectives and their effect on citizenship and identity. A critical examination of the distribution, exercise and implications of power and authority is the focus of this strand. Students will examine governmental and political structures, justice and laws, fairness and equity, conflict and cooperation, decision-making processes, leadership and governance. This examination develops a student's understanding of the individual's capacity in decision-making processes and promotes active and responsible citizenship.

### **Economics and Resources**

Exploring multiple perspectives on the use, distribution and management of resources and wealth contributes to students' understanding of the effects that economics and resources have on the quality of life around the world. Students will explore basic economic systems, trade and the effects of economic interdependence on individuals, communities, nations and the natural environment. Students will also critically consider the social and environmental implications of resource use and technological change.

### **Global Connections**

Critically examining multiple perspectives and connections among local, national and global issues develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions. Students will also acquire a better comprehension of tensions pertaining to economic relationships, sustainability and universal human rights.

### **Culture and Community**

Exploring culture and community allows students to examine shared values and their own sense of belonging, beliefs, traditions and languages. This promotes students' development of citizenship and identity and understanding of multiple perspectives, issues and change. Students will examine the various expressions of



their own and others' cultural, linguistic and social communities.

## GENERAL AND SPECIFIC OUTCOMES

The general and specific outcomes provide an organizational structure for development and assessment of student progress in the social studies program. Outcomes follow the progression of learning that occurs at each grade level. Key questions guide the development of outcomes.

### General Outcomes

General outcomes identify what students are expected to know and be able to do upon completion of a grade.

### Specific Outcomes

Specific outcomes identify explicit components of values and attitudes, knowledge and understanding, and skills and processes that are included within each general outcome within each grade. Specific outcomes are building blocks that enable students to achieve general outcomes for each grade.

## OUTCOMES RELATED TO VALUES AND ATTITUDES

Social studies provides an environment for the development of values and attitudes that enable students to participate actively and responsibly as citizens in a changing and pluralistic society. Attitudes are an expression of values and beliefs about an issue or topic. Respect, a sense of personal and collective responsibility, and an appreciation of human interdependence are fundamental to citizenship and identity within local, national and global communities. Developing an ethic of care toward self, others and the natural world is central to these commitments.

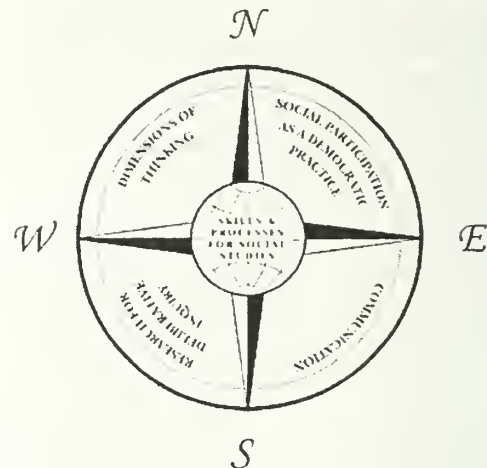
## OUTCOMES RELATED TO KNOWLEDGE AND UNDERSTANDING

Outcomes related to knowledge and understanding are fundamental to informed decision making. Knowledge and understanding involve the breadth and depth of information, concepts, evidence, ideas and opinions.

## OUTCOMES RELATED TO SKILLS AND PROCESSES

Outcomes for skills and processes provide opportunities for students to apply their learning to relevant situations and develop, practise and maintain essential skills as their learning evolves within a grade, and from grade to grade. The skill outcomes are organized into the following categories:

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication



### Dimensions of Thinking

In social studies, students acquire and develop thinking strategies that assist them in making connections to prior knowledge, assimilating new information and applying learning to new contexts. The following dimensions of thinking have been identified as key components in social studies learning:



### ***Critical Thinking***

Critical thinking is a process of inquiry, analysis and evaluation resulting in a reasoned judgement. Critical thinking promotes the development of democratic citizenship. Students will develop skills of critical thinking that include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

### ***Creative Thinking***

Creative thinking occurs when students identify unique connections among ideas and suggest insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

### ***Historical Thinking***

Historical thinking is a process whereby students are challenged to rethink assumptions about the past and to reimagine both the present and the future. It helps students become well-informed citizens who approach issues with an inquiring mind and exercise sound judgement when presented with new information or a perspective different from their own. Historical thinking skills involve the sequencing of events, the analysis of patterns and the placement of events in context to assist in the construction of meaning and understanding, and can be applied to a variety of media, such as oral traditions, print, electronic text, art and music.

Historical thinking allows students to develop a sense of time and place to help define their identities. Exploring the roots of the present ensures the transmission and sharing of values, and helps individuals to realize that they belong to a civil society. Historical thinking develops citizens willing to engage in a pluralistic democracy, and promote and support democratic institutions.

### ***Geographic Thinking***

Possessing geographic thinking skills provides students with the tools to address social studies issues from a geographic perspective.

Geographic thinking skills involve the exploration of spatial orders, patterns and associations. They enable students to investigate environmental and societal issues using a range of geographic information. Developing these spatial skills helps students understand the relationships among people, events and the context of their physical environment, which will assist them to make choices and act wisely when confronted with questions affecting the land, water and connected resources.

### ***Decision Making and Problem Solving***

Students develop the ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgements until all the options and perspectives have been explored; seeking clarity for a variety of choices and perspectives; examining the cause-and-effect relationship between choices; and basing decisions on knowledge, understandings, values and beliefs.

Problem-solving processes in social studies help students develop the ability to identify or pose problems and apply learning to consider the causes and dimensions of problems. These skills help develop thinking strategies, allowing students to determine possible courses of action and consequences of potential solutions for a problem that may have multiple or complex causes and that may not have a clear solution. Activities such as simulations, debates, public presentations and editorial writing foster the development of these skills.

### ***Metacognition***

Metacognition is “thinking about thinking.” It involves critical self-awareness, conscious reflection, analysis, synthesis, monitoring and reinvention. Students assess the value of the learning strategies they have used, modify them or select new strategies, and monitor the use of reinvented or new strategies in future learning situations. In this respect, students become knowledge creators and contribute to a shared understanding of the world we live in—a key feature of democratic life and commitment to pluralism.

### **Social Participation as a Democratic Practice**

Social participation skills enable students to develop effective relationships with others, to work in cooperative ways toward common goals and to collaborate with others for the well-being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision making, the importance of responsibility and the acceptance of differences. Development of these skills will enhance active participation in their communities. Activities in this regard could include social action, community projects, school/community partnerships, e.g., church groups, Red Cross, Amnesty International, Médecins sans frontières (Doctors Without Borders), world agencies that assist children/families facing natural or political challenges.

### **Research for Deliberative Inquiry**

Purposeful deliberation and critical reflection are essential skills and processes for democratic citizenship and problem solving. In social studies, the research process develops learners who are independent, self-motivated problem solvers and co-creators of knowledge. Developing research skills prepares students for the world of work, post-secondary opportunities, lifelong learning and citizenship in a complex world. These skills also enhance and enrich the process of identity formation as students critically reflect on their sense of self and relationship to others. The foundations of the research process are the application of acquired skills, the selection of appropriate resources and the use of suitable technology.

### ***The Infusion of Technology***

Technology encompasses the processes, tools and techniques that alter human activity. Information communication technology provides a vehicle for communicating, representing, inquiring, making decisions and solving problems. It involves the processes, tools and techniques for:

- gathering and identifying information
- re-representations of dominant texts
- expressing and creating
- classifying and organizing

- analyzing and evaluating
- speculating and predicting.

Selected curriculum outcomes from Alberta Education's Information and Communication Technology (ICT) Program of Studies are infused throughout the Knowledge and Employability social studies program of studies and are indicated by this symbol ➤. Further information regarding the Information and Communication Technology Program of Studies is included within that program of studies.

### **Communication**

Communication skills enable students to comprehend, interpret and express information and ideas clearly and purposefully. These skills include the language arts of listening, speaking, reading, writing, viewing and representing, as well as the use of communication technologies for acquiring and exchanging information and ideas.

### ***Oral, Written and Visual Literacy Skills***

Through the language arts, people communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Speaking, writing and representing are used in the social studies program to relate a community's stories and to convey knowledge, beliefs, values and traditions through narrative history, music, art and literature.

Reading, listening and viewing in social studies enables students to extend their thinking and knowledge, and increase their understanding of themselves and others. These skills provide students with a means of accessing the ideas, perspectives and experiences of others.

The language arts enable students to explore, organize and clarify thoughts and to communicate these thoughts to others.

### ***Media Literacy Skills***

Contemporary texts often involve more than one medium to communicate messages, have multi-layered meanings and therefore, are often complex. Information texts include visual elements such as charts, graphs, diagrams, photographs, tables, pictures, collages and

timelines. Media literacy skills involve accessing, interpreting and evaluating mass media texts such as newspapers, television, the Internet and advertising. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated, detecting bias, and examining the responsibility of citizens to respond to media texts.

## SCOPE AND SEQUENCE

Within the Knowledge and Employability social studies program of studies the analysis of key issues at each grade level leads to an understanding of concepts, values and attitudes, and skills and processes necessary to explore solutions and make decisions. The structure provides continuity and linkages from grade to grade. In addition, key questions provide focus for the development of the general outcomes within each grade level.

Level	Title and Topics	Linkages and Sequencing
16	<b>Living in a Globalizing World</b> <i>Should we embrace globalization?</i>	Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world, with particular emphasis on local environments and situations.
26	<b>Nationalism in Canada and the World</b> <i>Should we embrace nationalism?</i>	Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of the Aboriginal experiences, Québécois nationalism, Canadian nationalism, international institutions and current events.



## SOCIAL STUDIES 16: Living in a Globalizing World

### Overview

Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world, with particular emphasis on local environments and situations.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses, and taking part in community events/activities.

### Rationale

Globalization is a dynamic process. In order for students to develop awareness of impacts of globalization, they will examine opportunities and challenges associated with globalization. Students will explore the relationships among globalization, citizenship and identity. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world and within their communities.

### Key Issue

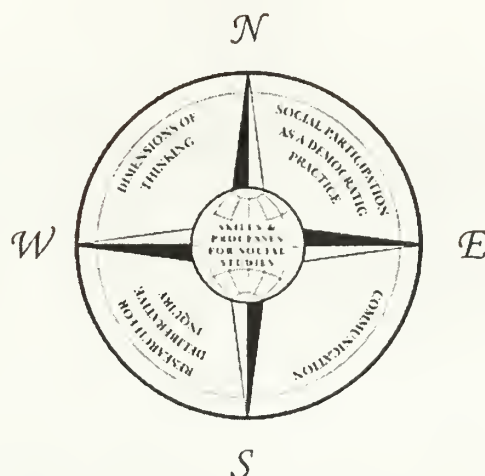
*Should we embrace globalization?*

**Students will examine globalization, with emphasis on the influence of globalization on local communities.**

Related Issues	General Outcomes
<i>How does globalization shape identity?</i>	<b>16.1</b> Students will explore everyday impacts of globalization on their lives at home, in the community and at the workplace.
<i>How do people in Canada respond to the legacies of historical globalization?</i>	<b>16.2</b> Students will explore the effects of historical globalization on indigenous and non-indigenous peoples.
<i>How does globalization contribute to sustainable prosperity for all people?</i>	<b>16.3</b> Students will explore economic, environmental and other impacts of globalization at home, in the community and at the workplace.
<i>How should I, as a citizen, respond to globalization?</i>	<b>16.4</b> Students will examine their roles and responsibilities at home, in the community and at the workplace in a globalizing world.
<b>Local and Global Current Affairs</b>	

In order to provide opportunities for students to connect their environments to the world beyond, the program of studies provides flexibility to examine local current issues and concerns within the time allotted for social studies.





### Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 26.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use an issue-analysis model to identify and define an issue; examine several positions, evaluate positions, formulate a personal position and defend your position.
<i>historical thinking</i>	Examine historical events/issues and their relationship to the present.
<i>geographic thinking</i>	Examine the impact of physical and human geography on history.
<i>decision making and problem solving</i>	Use a problem-solving model to identify the problem, identify alternative solutions, consider the consequences of acting on each, choose and defend a decision and plan a course of action.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Work positively and collaboratively with others by considering their needs and perspectives, and by using appropriate strategies to solve conflicts.
<i>age-appropriate behaviour for social involvement</i>	Plan and engage in age-appropriate actions to enhance personal and community well-being.
Research for Deliberative Inquiry	
<i>research and information</i>	Apply a research process to access, select, organize, record, analyze and interpret ideas and information.
Communication	
<i>oral, visual and textual literacy</i>	Communicate effectively using appropriate print and nonprint text forms, and technologies, considering audience and purpose.
<i>media literacy</i>	Demonstrate understanding of the nature of media and how media influences an audience.

## SKILLS AND PROCESSES

The following skills and processes are to be developed within the contexts of the general and specific outcomes included in 16.1, 16.2, 16.3 and 16.4.

Alberta Education's information and communication technology (ICT) curriculum is infused throughout social studies. Selected ICT outcomes are indicated by this symbol ➤.

## SPECIFIC OUTCOMES

### Dimensions of Thinking

Develop skills of critical and creative thinking

*Students will:*

- a. use an issue-analysis model to identify or define an issue or question, examine several positions, evaluate positions, formulate a personal position and defend a position
- b. re-evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or issue
- c. identify main ideas underlying a position or issue
- d. analyze local and global current events from a variety of perspectives and examine how perspectives can shape understanding
- e. examine the validity of information based on context, bias, sources, objectivity, evidence and reliability
- f. demonstrate informed and ethical decision-making skills
- g. examine ways in which a society's culture may be reflected in a variety of forms (e.g., artwork, oral stories and dance).

Develop skills of historical thinking

- h. examine diverse historical and contemporary perspectives within and across cultures
- i. summarize key events of a specific time period and place those events in historical contexts (timelines and charts)
- j. examine historical events and their relationship to the present
- k. examine the difference between some historical facts and interpretations
- l. use current, reliable information sources from around the world

Develop skills of geographic thinking

- m. examine the ways in which physical and human geographic features influence world events
- n. use, construct and interpret maps to broaden understanding, using technology as appropriate
- o. draw conclusions from maps and other geographic sources
- p. examine the impact of human activities on the land and the environment
- q. access and operate multimedia applications and technologies from stand-alone and online sources
- r. use a variety of technologies to assist in the preparation of maps.

C Citizenship		I Identity	
ER Economics and Resources	LPP The Land Places and People	GC Global Connections	
CC Culture and Community	PADM Power, Authority and Decision Making	TCC Time, Continuity and Change	

Demonstrate skills of decision making and problem solving

- s. use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision
- t. reflect on own and others' past actions when determining future actions and choices
- u. recognize that some problems may not have apparent or visible solutions
- v. describe a plan of action to use technology to solve a problem
- w. use appropriate tools and materials to accomplish a plan of action
- x. evaluation the appropriateness of the technology used to investigate or solve a problem.

## Social Participation as a Democratic Practice

Demonstrate skills of cooperation, conflict resolution and consensus building

*Students will:*

- a. consider the needs and perspectives of others
- b. reflect on own perspectives based on new information from other perspectives
- c. work positively and collaboratively with others
- d. listen attentively to others
- e. demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus
- f. identify and use appropriate strategies to resolve conflicts peacefully and equitably
- g. use self and peer evaluations to set attainable goals to improve learning.

Demonstrate age-appropriate behaviour for social involvement as respectful and responsible citizens contributing to the community

- h. respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history
- i. participate in community so as to protect and affirm identities, as appropriate
- j. plan, evaluate and implement actions to support fairness, justice and equality
- k. support environmental stewardship (recycling, reducing consumption)
- l. develop a plan of action to use technology to solve a problem
- m. use appropriate tools and materials to accomplish a plan of action.

## Research for Deliberative Inquiry

### Apply research processes

Access and select information

*Students will:*

- a. pose questions to direct inquiry and research, and formulate new questions as research progresses
- b. access and select different points of view using a variety of sources
- c. locate information by using various parts of an information source (e.g., glossary, table of contents and index)
- d. draw upon visual, literary, musical and auditory sources, including Aboriginal experiences, when inquiring into questions and issues
- e. demonstrate responsible and ethical use of information and technology

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Organize, analyze and interpret ideas and information

- f. create a plan for an inquiry that includes consideration of time management
- g. plan and perform searches using more than one electronic source
- h. use calendars, and time and/or project management software to assist in organizing the research process
- i. refine searches to limit sources to a manageable number
- j. select information from appropriate sources, including primary and secondary sources.
- k. identify and record main ideas
- l. organize information using a variety of strategies and tools including graphs, charts, graphic organizers and technology as appropriate
- m. distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- n. compare various interpretations using a variety of evidence (photographs, artifacts, story tellers and interviews)
- o. observe and interpret trends and relationships using table sand graphs
- p. interpret ideas and information to compare and contrast perspectives (bias, racism, prejudice, validity and authenticity)
- q. reflect on how shared stories connect to personal experiences
- r. draw inferences about cause and effect
- s. recognize the need to change one's point of view, decision or inference in light of new evidence
- t. analyze and synthesize information to create a product
- u. record relevant data for acknowledging sources of information
- v. use appropriate presentation software to demonstrate personal understandings.

## Communication

Demonstrate skills of oral, visual and textual literacy

*Students will:*

- a. communicate and interact effectively in a variety of situations
- b. use appropriate strategies to check for understanding and clarify viewpoints (e.g., paraphrasing, summarizing and questioning)
- c. engage in respectful discussions
- d. communicate in an engaging manner using a variety of strategies and/or skills (e.g., speeches, multimedia presentations and written and oral reports) taking particular audiences and purposes into consideration
- e. make respectful and reasoned comments on the topic of discussion
- f. use communication technology to interact with others
- g. use technology to compose, revise and edit text
- h. create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources
- i. employ technology to adapt information to situation, audience and purpose.

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Develop skills of  
media literacy

- j. examine the values, lifestyles and points of view represented in media messages
- k. recognize that differences in perspectives can exist in media sources
- l. examine the impact media has on human thought
  - m. understand the nature of various media and how they are consciously used to influence an audience
  - n. assess the authority, reliability and validity of electronically accessed information
  - o. analyze the validity of various points of view in media messages
  - p. analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
  - q. analyze the impact of various forms of media
  - r. demonstrate discriminatory selection of electronically accessed information.

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## SOCIAL STUDIES 16: LIVING IN A GLOBALIZING WORLD

**Key Issue:** Should we embrace globalization?

**Related Issue:** How does globalization shape identity?

**GENERAL OUTCOME 16.1:** Students will explore the impacts of globalization on their everyday lives at home, in the community and at the workplace.

### SPECIFIC OUTCOMES

Values and Attitudes	<p><i>Students will:</i></p> <p>16.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)</p> <p>16.1b appreciate why peoples in Canada and other locations strive to promote their cultures, languages and identities in a globalizing world (I, CC, GC)</p> <p>16.1c appreciate how the forces of globalization shape, and are shaped by, identities and cultures (I, CC, GC)</p>
Knowledge and Understanding	<p><i>Students will:</i></p> <p>16.1d identify the various ways that people in Canada express their identities (e.g., role modelling, language, religion, spirituality, the arts, clothing, relationship to land and traditions) (I, CC, LPP)</p> <p>16.1e recognize that globalization influences individuals and societies in various ways including politically, economically and socially (PADM, ER, CC)</p> <p>16.1f explore the impact of media and communications technology on diversity (e.g., universalization of pop culture, hybridization and diversification) (I, CC, GC)</p> <p>16.1g examine opportunities and challenges presented by globalization to identities and cultures of peoples in Canada (acculturation, accommodation, cultural revitalization, affirmation of identity, integration, assimilation, marginalization and homogenization) (I, CC, GC)</p> <p>16.1h examine efforts to promote languages and cultures in Canada in response to globalization (language and cultural legislation, revitalization of language and culture) (I, CC, PADM)</p>

**Guiding Questions:** General guiding questions are provided to support achievement of outcomes.

- *How are culture and identity of people in Canada reflected in everyday living at home, in the community and at the workplace (e.g., language and food)?*
- *How has globalization influenced local communities (e.g., international business, and products that are available at retail outlets)?*
- *How has globalization affected other communities and how does this compare with the local community experience?*
- *How has the American popular culture impacted Canadian identity (e.g., television, films, music, commerce, trade, media and communications)?*
- *What are the various ways the people of Canada are portrayed in the media (e.g., families, youth, employees and businesses)?*
- *What are some consequences of assimilation to a global culture (e.g., disappearance of cultures, languages and Canadian sovereignty)?*
- *How are cultural and linguistic identity preserved within a globalizing world (e.g., community celebrations and other special events)?*

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**Key Issue:** Should we embrace globalization?

**Related Issue:** How do people in Canada respond to the legacies of historical globalization?

**GENERAL OUTCOME 16.2:** Students will explore the effects of historical globalization on indigenous and nonindigenous peoples.

**SPECIFIC OUTCOMES:**

Values and  
Attitudes

*Students will:*

- 16.2a recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies (TCC, CC, I, GC)
- 16.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 16.2c. accept social responsibilities associated with global citizenship (C, GC)
- 16.2d recognize and appreciate the validity of histories presented in a variety of ways including oral stories, artwork, illustrations and other presentations (TCC, CC)
- 16.2e recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I)

Knowledge and  
Understanding

*Students will:*

- 16.2f identify the effects of cultural contact between Europeans and indigenous peoples in Canada (e.g., exchange of goods and technologies, depopulation and influences on government) (TCC, CC, GC)
- 16.2g review the foundations of historical globalization (rise of capitalism, industrialization, imperialism and Eurocentrism) (TCC, ER, PADM)
- 16.2h examine multiple perspectives on the political, economic and social impacts of imperialism in Canada (TCC, LPP, PADM)
- 16.2i examine the consequences for Aboriginals of a heritage of imperialism in Canada (e.g., *Indian Act*, consequences of residential schools, and social impacts on indigenous peoples) (CC, TCC, I, GC)
- 16.2j examine attempts to address the consequences of the Royal Commission on Aboriginal Peoples (TCC, GC, PADM)
- 16.2k recognize that legacies of historical globalization and imperialism exist that continue to influence globalization (TCC, GC)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are imperialism and industrialization and how have they influenced local communities (e.g., culture and business)?*
- *What is the impact of the European age of exploration and imperialism on settlers, indigenous peoples and communities in Canada (e.g., language and workplace)?*
- *What are some government policies that resulted from imperialism in Canada (e.g., residential schools and land claims settlements)?*
- *What are indigenous perspectives regarding issues of sovereignty and coexistence in North America (e.g., resource use, territorial claims, treaties, alliances and trade)?*
- *What is the responsibility of citizens to address the consequences of government policies created during the era of imperialism (e.g., treaties, land claim issues and Aboriginal self-government)?*

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**Key Issue:** Should we embrace globalization?

**Related Issue:** How does globalization contribute to sustainable prosperity for all people?

**GENERAL OUTCOME 16.3:** Students will examine economic, environmental and other impacts of globalization at home, in the community and at the workplace.

**SPECIFIC OUTCOMES:**

Values and Attitudes	<i>Students will:</i> 16.3a recognize and appreciate alternative viewpoints that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM) 16.3b recognize and appreciate impacts of globalization on the interdependent relationships that exist among the economy, people and the environment (GC, ER, PADM)
Knowledge and Understanding	<i>Students will:</i> 16.3c recognize that various understandings of contemporary economic globalization exist (GC, ER) 16.3d recognize that numerous factors have contributed to the expansion of globalization since the Second World War (e.g., international agreements, international organizations, media and transportation technologies, and transnational corporations) (TCC, GC, PADM) 16.3e examine political and economic challenges and opportunities of globalization specific to a local community (e.g., trade liberalization, foreign investment, economic growth, outsourcing and knowledge economy) (ER, PADM, GC) 16.3f examine multiple perspectives on relationships among people, the land and globalization (e.g., spirituality, stewardship, sustainability and resource development) (LPP, CC, GC, ER) 16.3g recognize that actions and policies associated with globalization impact the environment (e.g., land and resource use, resource development agreements, and environmental legislation) (LPP, ER, GC) 16.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are some understandings in your community of globalization?*
- *What are some examples of global economic issues (e.g., competition and/or cooperation for the use of resources, child labour, standard of living, trade dependency, pollution, human rights and workers' rights)?*
- *Who are the supporters of the global economy and how do they stand to benefit (e.g., multinational businesses, international agencies and communication businesses)?*
- *How have global issues influenced the development of policies that affect the people of Canada (e.g., National Energy Program and environmental issues)?*
- *How is wealth distributed in a global economy?*
- *What are some Canadian perceptions of an emerging world economy (e.g., among local communities and provinces)?*

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**Key Issue:** Should we embrace globalization?

**Related Issue:** How should I, as a citizen, respond to globalization?

**GENERAL OUTCOME 16.4:** Students will examine their roles and responsibilities at home, in the community and at the workplace in a globalizing world.

**SPECIFIC OUTCOMES:**

Values and  
Attitudes

*Students will:*

- 16.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 16.4b recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 16.4c accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)

Knowledge and  
Understanding

*Students will:*

- 16.4d explore various understandings of quality of life (GC)
- 16.4e describe impacts of globalization on children and youth and on women (e.g., awareness of global, employment, identity, gender and labour issues, and opportunities for entrepreneurship) (GC, C, PADM, ER)
- 16.4f recognize relationships between globalization and democratization and human rights (GC, PADM)
- 16.4g examine how globalization affects individuals and communities (e.g., migration, technology, agricultural issues, pandemics, and resource and contemporary issues) (GC)
- 16.4h explore means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (e.g., pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism and corporate responsibility) (GC, C, PADM, ER)
- 16.4i identify strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are some understandings of quality of life?*
- *How is the quality of life of individuals in Canada impacted by globalization (e.g., environmental impact, standard of living, labour standards, consumerism, media and entertainment)?*
- *How have global issues influenced Canadian communities (e.g., environmental issues and local businesses)?*
- *How can the people of Canada influence economic issues to encourage the ethical treatment of humanity (e.g., competition and/or cooperation for the use of resources, child labour, standard of living, trade dependency, pollution and workers' rights issues)?*
- *How can individuals, local groups and businesses influence the global economy and the distribution of wealth to improve the quality of life of others?*

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## SOCIAL STUDIES 26: Nationalism in Canada and the World

### Overview

Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of the Aboriginal experiences, Québécois nationalism, Canadian nationalism or international institutions, and current events.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses, and taking part in community events/activities.

### Rationale

As perspectives on nationalism evolve, so do perspectives on personal identity and perspectives on what it means to be a member of a collective, state and nation. This evolution is significant in the Canadian context since nationalism continues to shape visions of Canada and identity in Canada. Understanding the significance of nationalism contributes to an understanding and awareness of various perspectives on the interrelationships among nationalism, internationalism, citizenship and identity.

### Key Issue

*Should we embrace nationalism?*

### Key Outcome

**Students will understand, assess and respond to the complexities of nationalism with emphasis on local communities.**

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### Related Issues

*To what extent should nation be the foundation of identity?*

*Should nations pursue national interest, and in what ways?*

*In what ways should national interest motivate involvement in contemporary international affairs?*

*How should individuals and groups in Canada embrace a national identity?*

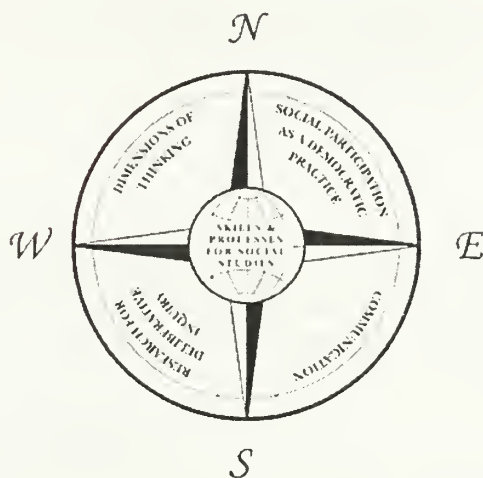
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### General Outcomes

- 26.1** Students will explore the relationships among nation, identity and nationalism with a focus on everyday living at home, in the community and at the workplace.
- 26.2** Students will examine the effects of nationalism, ultranationalism and the pursuit of national interest focusing on local communities.
- 26.3** Students will examine the influence of the pursuit of national interest in contemporary international affairs and the influence on local communities and the workplace contexts.
- 26.4** Students will examine the complexities of nationalism within the Canadian context, focusing on home, community and workplace contexts.

## Local and Global Current Affairs

In order to provide opportunities for students to connect their environments to the world beyond, the program of studies provides flexibility to examine local current issues and concerns within the time allotted for social studies.



### Benchmark Skills and Processes

The following benchmark skills and processes are outcomes to be achieved by the end of Social Studies 26.

Dimension of Thinking	
<i>critical and creative thinking</i>	Use an issue-analysis model to identify and define an issue, examine several positions, evaluate positions, formulate a personal position and defend position.
<i>historical thinking</i>	Examine historical events/issues and their relationship to the present.
<i>geographic thinking</i>	Examine the impact of physical and human geography on history.
<i>decision making and problem solving</i>	Use a problem-solving model to identify the problem, identify alternative solutions, consider the consequences of acting on each, choose and defend a decision and plan a course of action.
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	Work positively and collaboratively with others by considering their needs and perspectives, and using appropriate strategies to solve conflicts.
<i>age-appropriate behaviour for social involvement</i>	Plan and engage in age-appropriate actions to enhance personal and community well-being.
Research for Deliberative Inquiry	
<i>research and information</i>	Apply a research process to access, select, organize, record, analyze and interpret ideas and information.
Communication	
<i>oral, visual and textual literacy</i>	Communicate effectively using appropriate print and nonprint text forms, and technologies, considering audience and purpose.
<i>media literacy</i>	Demonstrate understanding of the nature of media and how media influences an audience.

## SKILLS AND PROCESSES

The following skills and processes are to be developed within the contexts of the general and specific outcomes included in 26.1, 26.2, 26.3 and 26.4.

Alberta Education's information and communication technology (ICT) curriculum is infused throughout social studies. Selected ICT outcomes are indicated by this symbol ➤.

## SPECIFIC OUTCOMES

### Dimensions of Thinking

Develop skills of critical and creative thinking

*Students will:*

- a. use an issue-analysis model to identify or define an issue or question, examine several positions, evaluate positions, formulate a personal position and defend a position
- b. re-evaluate personal assumptions and opinions to reflect a broadened understanding of a topic or issue
- c. identify main ideas underlying a position or issue
- d. analyze local and global current events from a variety of perspectives and examine how perspectives can shape understanding
- e. examine the validity of information based on context, bias, sources, objectivity, evidence and reliability
- f. demonstrate informed and ethical decision-making skills
- g. examine ways in which a society's culture may be reflected in a variety of forms, (e.g., artwork, oral stories and dance).

Develop skills of historical thinking

- h. examine diverse historical and contemporary perspectives within and across cultures
- i. summarize key events of a specific time period and place those events in historical contexts (timelines or charts)
- j. examine historical events and their relationships with the present
- k. examine the difference between some historical facts and interpretations
- l. use current, reliable information sources from around the world

Develop skills of geographic thinking

- m. examine the ways in which physical and human geographic features influence world events
- n. use, construct and interpret maps to broaden understanding, using technology as appropriate
- o. draw conclusions from maps and other geographic sources
- p. examine the impact of human activities on the land and the environment
- q. access and operate multimedia applications and technologies from stand-alone and online sources
- r. use a variety of technologies to assist in the preparation of maps

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Demonstrate skills of decision making and problem solving

- s. use a problem-solving model to identify the problem/issue, identify alternative solutions, consider the consequences of acting on each and choose, plan and defend a course of action and/or a decision
- t. reflect on own and others' past actions when determining future actions and choices
- u. recognize that some problems may not have apparent or visible solutions
- v. describe a plan of action to use technology to solve a problem
- w. use appropriate tools and materials to accomplish a plan of action
- x. evaluation the appropriateness of the technology used to investigate or solve a problem.

## Social Participation as a Democratic Practice

Demonstrate skills of cooperation, conflict resolution and consensus building

- Students will:*
- a. consider the needs and perspectives of others
  - b. reflect on own perspectives based on new information from other perspectives
  - c. work positively and collaboratively with others
  - d. listen attentively to others
  - e. demonstrate leadership by persuading, compromising and negotiating to resolve conflicts and differences to reach group consensus
  - f. identify and use appropriate strategies to resolve conflicts peacefully and equitably
  - g. use self and peer evaluations to set attainable goals to improve learning.

Demonstrate age-appropriate behaviour for social involvement as respectful and responsible citizens contributing to the community

- h. respond respectfully to the inherent meanings of artistic, musical, literary and other representations of culture and history
- i. participate in community so as to protect and affirm identities, as appropriate
- j. plan, evaluate and implement actions to support fairness, justice and equality
- k. support environmental stewardship (recycling and reducing consumption)
- l. develop a plan of action to use technology to solve a problem
- m. use appropriate tools and materials to accomplish a plan of action.

## Research for Deliberative Inquiry

### Apply research processes

Access and select information

- Students will:*
- a. pose questions to direct inquiry and research, and formulate new questions as research progresses
  - b. access and select different points of view using a variety of sources
  - c. locate information by using various parts of an information source (e.g., glossary, table of contents and index)
  - d. draw upon visual, literary, musical and auditory sources when inquiring into questions and issues including Aboriginal experiences
  - e. practise responsible and ethical use of information and technology

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Organize, analyze and interpret ideas and information

- f. create a plan for an inquiry that includes consideration of time management
- g. plan and perform searches using more than one electronic source
- h. use calendars, and time and/or project management software to assist in organizing the research process
- i. refine searches to limit sources to a manageable number
- j. select information from appropriate sources, including primary and secondary sources.
- k. identify and record main ideas
- l. organize information using a variety of strategies and tools including graphs, charts, graphic organizers and technology as appropriate
- m. distinguish fact from opinion in a variety of information sources, particularly media reports and accounts
- n. compare various interpretations using a variety of evidence (photographs, artifacts, story tellers and interviews)
- o. observe and interpret trends and relationships using table sand graphs
- p. interpret ideas and information to compare and contrast perspectives (bias, racism, prejudice, validity and authenticity)
- q. reflect on how shared stories connect to personal experiences
- r. draw inferences about cause and effect
- s. recognize the need to change one's point of view, decision or inference in light of new evidence
- t. analyze and synthesize information to create a product
- u. record relevant data for acknowledging sources of information
- v. use appropriate presentation software to demonstrate personal understandings.

## Communication

Demonstrate skills of oral, visual and textual literacy

*Students will:*

- a. communicate and interact effectively in a variety of situations
- b. use appropriate strategies to check for understanding and clarify viewpoints (e.g., paraphrasing, summarizing and questioning)
- c. engage in respectful discussions
- d. communicate in an engaging manner using a variety of strategies and/or skills (e.g., speeches, multimedia presentations and written and oral reports) taking particular audiences and purposes into consideration
- e. make respectful and reasoned comments on the topic of discussion
- f. use communication technology to interact with others
- g. use technology to compose, revise and edit text
- h. create multimedia presentations that incorporate meaningful graphics, audio, video and text gathered from a variety of sources
- i. employ technology to adapt information to situation, audience and purpose.

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Develop skills of  
media literacy

- j. examine the values, lifestyles and points of view represented in media messages
- k. recognize that differences in perspectives can exist in media sources
- l. examine the impact media has on human thought
- m. understand the nature of various media and how they are consciously used to influence an audience
- n. assess the authority, reliability and validity of electronically accessed information
- o. analyze the validity of various points of view in media messages
- p. analyze information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- q. analyze the impact of various forms of media
- r. demonstrate discriminatory selection of electronically accessed information.

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## SOCIAL STUDIES 26: NATIONALISM IN CANADA AND THE WORLD

**Key Issue:** Should we embrace nationalism?

**Related Issue:** To what extent should nation be the foundation of identity?

**GENERAL OUTCOME 26.1:** Students will explore the relationships among nation, identity and nationalism, with a focus on everyday living at home, in the community and at the workplace.

### SPECIFIC OUTCOMES

Values and Attitudes	<p><i>Students will:</i></p> <p>26.1a appreciate that understandings of identity, nation and nationalism continue to evolve (C, I)</p> <p>26.1b appreciate the existence of alternative views on the meaning of nation (I, C)</p> <p>26.1c appreciate how the forces of nationalism have shaped and continue to shape Canada and the world (I, TCC)</p> <p>26.1d appreciate why peoples seek to promote their identity through nationalism (I, LPP)</p>
Knowledge and Understanding	<p><i>Students will:</i></p> <p>26.1e explore a range of expressions of nationalism (e.g., at the workplace, in sports, music, films and television/radio programs) (I, C)</p> <p>26.1f develop understandings of nation and nationalism (e.g., relationship to the land and geographic, collective, civic, ethnic, cultural, linguistic, political, religious and patriotic points of view) (I, CC, LPP)</p> <p>26.1g examine relationships among nation, state and nation-state (TCC, PADM, I, C)</p> <p>26.1h recognize that nationalism is shaped by historical, geographic, political, economic and social factors (ER, PADM, CC, TCC)</p> <p>26.1i recognize that nationalism is an internalized feeling, collective consciousness and/or identity shared by a people (e.g., Canadian nationalism; Québécois nationalism; American nationalism; First Nations, Métis and Inuit nationalism) (I, TCC, C)</p> <p>26.1j examine the relative importance of reconciling contending nationalistic loyalties (e.g., First Nations, Métis and Inuit nationalism; and ethnic nationalism in Canada) (I, TCC, C)</p>

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are some common traditions, concepts and symbols that are expressions of identity in Canada?*
- *What are key historical events that have impacted nationalism in Canada (e.g., 1867 BNA Act, 1992 Canada Act, 1995 Canadian Multiculturalism Act, the Indian Act, Québécois nationalism)?*
- *Why do some aboriginal peoples refer to themselves as members of first nations?*
- *How can Canadians ensure their cultural and/or collective identity within Canada?*

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**Key Issue:** Should we embrace nationalism?

**Related Issue:** Should nations pursue national interest, and in what ways?

**GENERAL OUTCOME 26.2:** Students will examine the effects of nationalism, ultranationalism and the pursuit of national interest, focussing on local communities.

### SPECIFIC OUTCOMES

Values and  
Attitudes

*Students will:*

- 26.2a appreciate that nations and states act in national interest (TCC, CC, C)
- 26.2b appreciate multiple perspectives related to the pursuit of national interest (TCC)

Knowledge and  
Understanding

*Students will:*

- 26.2c explore the concept of national interest and a range of expressions of national interest (TCC, PADM, I, LPP, ER)
- 26.2d recognize that a relationship exists between nationalism and the pursuit of national interest (PADM, I)
- 26.2e examine similarities and differences between nationalism and ultranationalism (PADM, I)
- 26.2f identify some causes and effects of nationalism and ultranationalism during times of conflict (examples of nationalism and ultranationalism from the First and Second World Wars, internments in Canada, conscription crises and current events) (PADM, TCC, GC)
- 26.2g examine impacts of the pursuit of national self-determination (e.g., Québécois nationalism and sovereignty movement; First Nations, Métis and Inuit self-government and contemporary examples) (PADM, TCC, ER, LPP)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are some expressions of national interest?*
- *Why do nations and states act in national interests?*

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**Key Issue:** Should we embrace nationalism?

**Related Issue:** In what ways should national interest motivate involvement in contemporary international affairs?

**GENERAL OUTCOME 26.3:** Students will examine the influence of the pursuit of national interest in contemporary international affairs and the influence on local communities and the workplace.

### SPECIFIC OUTCOMES

Values and  
Attitudes

*Students will:*

- 26.3a express an interest in current events and world affairs (C, GC)
- 26.3b appreciate the relationships that exist among human beings in an interdependent world (GC, C)
- 26.3c demonstrate understanding of a global consciousness with respect to the human condition and world affairs (C, GC)

Knowledge and  
Understanding

*Students will:*

- 26.3d explore understandings of internationalism (PADM, GC)
- 26.3e explore the extent to which nations and states have responsibilities to the international community (e.g., economic stability, self-determination, peace, security and humanitarianism) (GC, LPP, TCC)
- 26.3f explore how foreign policy can promote internationalism (multilateralism, supranationalism, peacekeeping and foreign aid) (GC, PADM)
- 26.3g examine the extent to which organizations promote internationalism (e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie and the Arctic Council) (GC, C, LPP)
- 26.3h examine how globalization affects state sovereignty and the pursuit of national interest (PADM, ER, GC)
- 26.3i examine how the pursuit of national interest impacts attempts to address contemporary international issues (PADM, ER, GC)
- 26.3j examine the extent to which involvement in international affairs is motivated by national interest (PADM, ER, GC)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes.

- *What are some alternative solutions to address the problem of international conflict (e.g., cooperation, treaties, economic agreements, and the role of the UN)?*
- *How does Canada, as a nation state, interact with other countries (e.g., Foreign Policy)?*
- *What are some agencies that allow citizens to participate in global affairs (e.g., Red Cross, Amnesty International and World Vision)?*
- *How is the world becoming increasingly interdependent (e.g., trade, tourism and transportation)?*
- *What are the roles and impact of international organizations (e.g., World Bank, World Trade Organization and the International Monetary Fund)?*

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**Key Issue:** Should we embrace nationalism?

**Related Issue:** How should individuals and groups in Canada embrace a national identity?

**GENERAL OUTCOME 26.4:** Students will examine the complexities of nationalism within the Canadian context, focussing on home, community and workplace contexts.

### SPECIFIC OUTCOMES

Values and  
Attitudes

*Students will:*

- 26.4a appreciate historical and contemporary attempts to develop a national identity (I, TCC, C)
- 26.4b appreciate contrasting historical and contemporary narratives associated with national identity (TCC, I, C)
- 26.4c respect the views of others on alternative visions of national identity (C, I)

Knowledge and  
Understanding

*Students will:*

- 26.4d explore multiple perspectives on national identity in Canada (I, C)
- 26.4e explore methods used by individuals, groups and governments in Canada to promote a national identity (e.g., symbolism, national/provincial symbols and flags, institutions and government programs) (I, C)
- 26.4f identify historical perspectives of Canada as a nation (e.g., Fathers of Confederation; First Nations treaties and the *Indian Act*; Métis and Inuit self-governance; and the National Indian Brotherhood) (I, CC, TCC)
- 26.4g explore challenges and opportunities associated with the promotion of Canadian national unity (e.g., Québec sovereignty, federal–provincial–territorial relations, Aboriginal self-determination and land claims, bilingualism and multiculturalism) (I, CC, C)
- 26.4h examine various perspectives of future visions of Canada (e.g., pluralism, multination model, separatism, global leader, Aboriginal self-determination and North American integration) (I, LPP, CC)
- 26.4i develop personal and collective visions of national identity (I, C)

**Guiding questions:** General guiding questions are provided to support achievement of outcomes

- *What are some traditions, concepts and symbols that are expressions of identity in Canada?*
- *What are some contributions made by selected Canadians to citizenship in Canada (e.g., John A. Macdonald, Louis Riel, Wilfred Laurier, Tommy Douglas, Pierre Elliot Trudeau, Rene Levesque, Chief Dan George, Adrienne Clarkson, Louis Hippolyte LaFontaine, Robert Baldwin, Sir Clifford Sifton and Henri Bourassa)?*

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